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ABSTRACT

This book explores the link between critical race theory and qualitative research methodology, interrogating how race connects and conflicts with other areas of difference and is never entirely absent from the research process. After an introduction, "Critical Race Theory in Education: Theory, Praxis, and Recommendations" (Sylvia R. Lazos Vargas), eight chapters include: (1) "Research, Race, and an Epistemology of Emancipation" (Cynthia Tyson); (2) "Telling Tales Out of School: 'What's the Fate of a Black Story in a White World of White Stories'" (Melanie Carter); (3) "Fashioning Research Stories: The Metaphoric and Narrative Structure of Writing Research about Race" (Edward Buendia); (4) "Parent Involvement as Racialized Performance" (Gerardo R. Lopez); (5) "Multicultural Education in Teacher Training Programs and Its Implications on Preparedness for Effective Work in Urban Settings" (Jennifer Ng); (6) "On Whose Terms? The (In) visibility of the Latina/o Community at the University of Illinois at Urbana-Champaign" (Arisve Esquivel); (7) "Critical Race Theory and Its Implications for Methodology and Policy Analysis in Higher Education Desegregation" (Laurence Parker); and (8) "Race-Based Methodologies: Multicultural Methods or Epistemological Shifts?" (Wanda Pillow). The book ends with "Conclusion" (Gerardo R. Lopez and Laurence Parker). (Papers contain references.) (SM)

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